

TESS for PE Teachers

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Disclaimer

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Topics

 **Two Enemies of Effective PE Class**

 **TESS Overview**

 **The Four Domains**

 **What It Looks Like for PE Class**

 **The Dirty Dozen of PE**

 **Resources**

Two Enemies of TESS PE Class



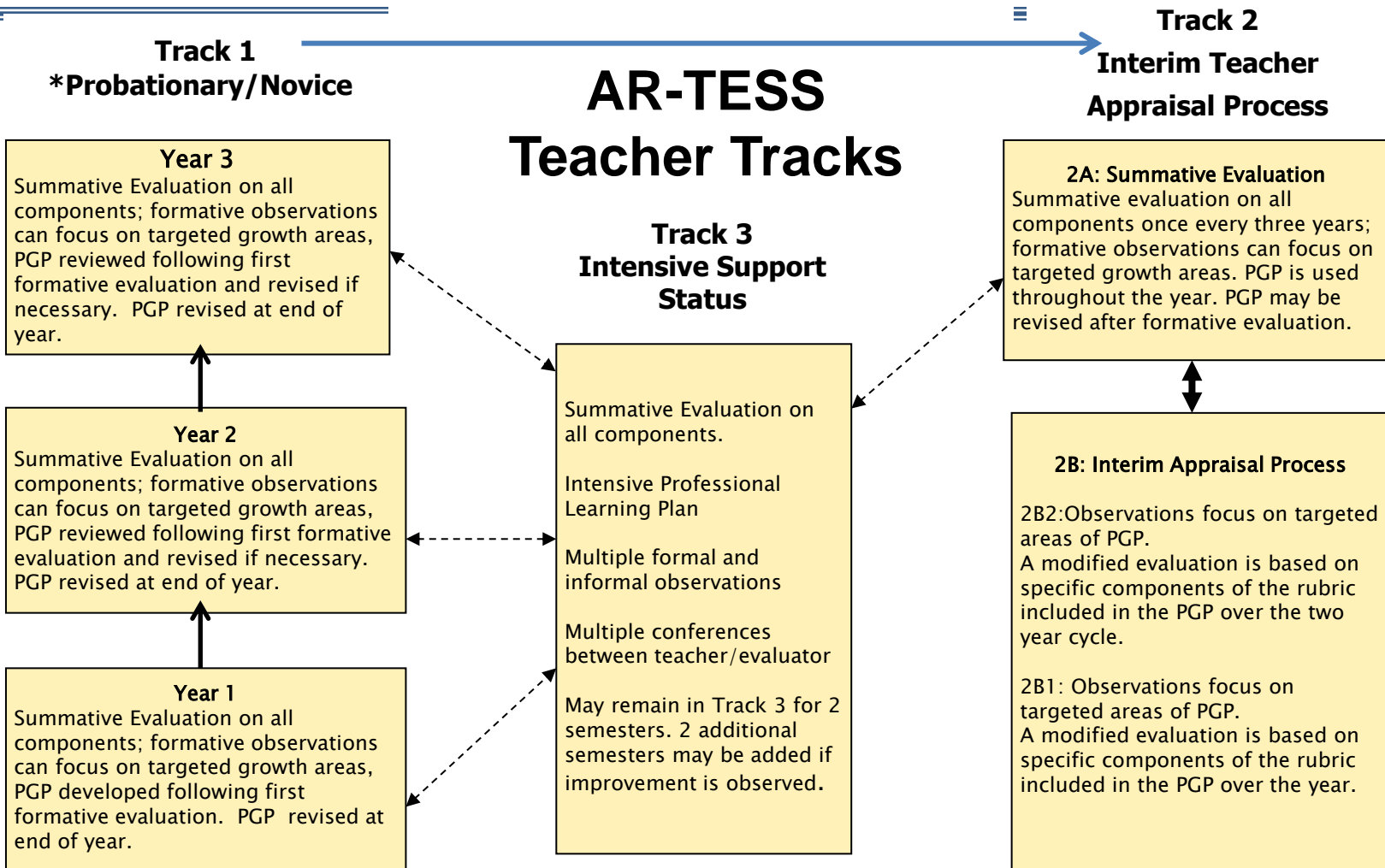
SITTING

WATCHING



TESS Overview





***A first year teacher will be considered both a novice and probationary teacher.**

***"Probationary teacher" means a teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in Arkansas for three (3) years will complete the probationary period.**

***An employing school district may, by a majority vote of its directors, provide for one (1) additional year of probationary status.**

***District Policy is required to place all new employees incoming to the district from another district /state on a one-year probationary status.**

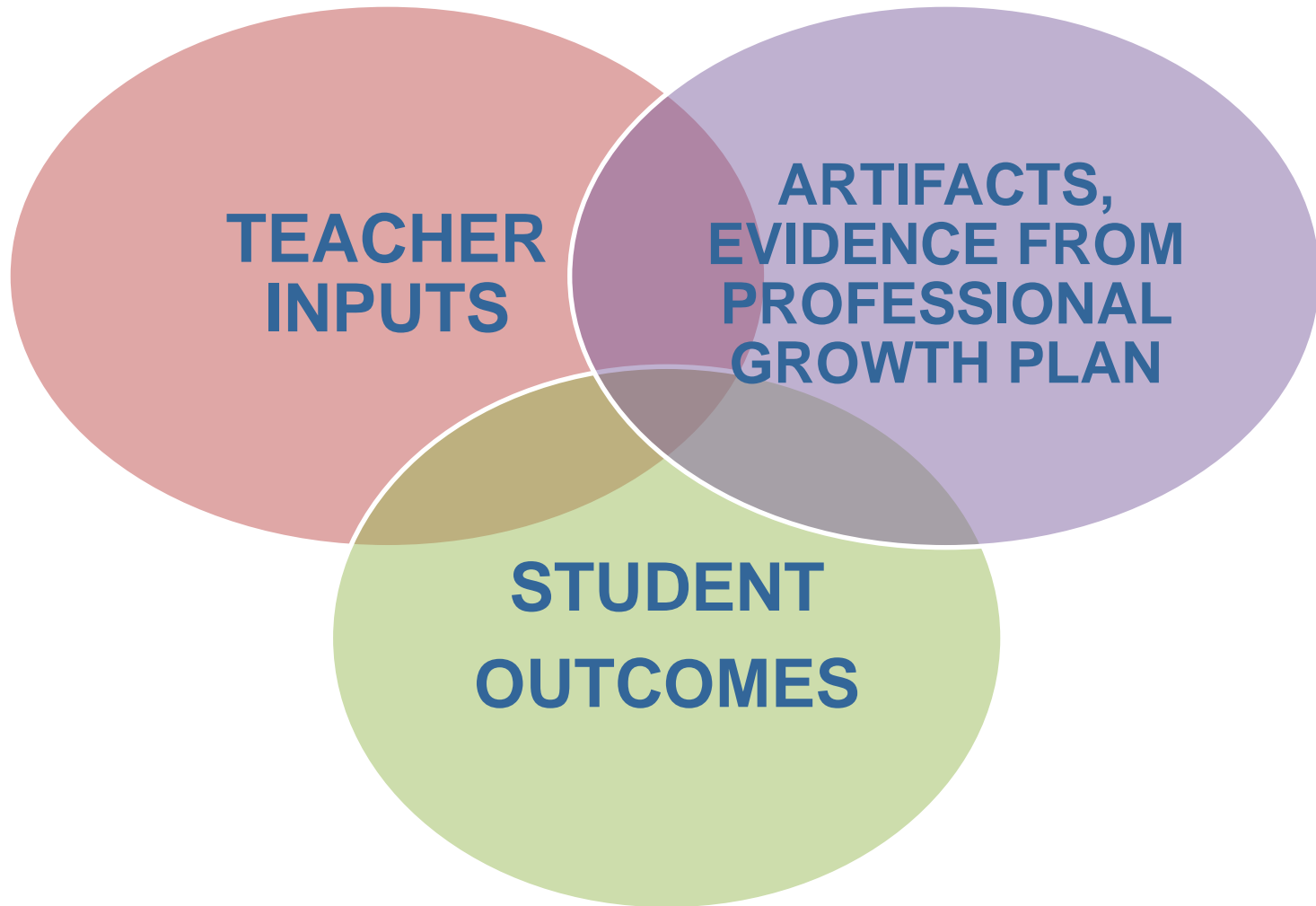
TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act (ATFDA).



Performance Levels

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.
	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.	Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.	Students formulate many questions, initiate topics and make unsolicited contributions.
	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Students themselves ensure that all voices are heard in the discussion.

Evidence



Artifacts



Artifacts may include



Self-Assessment



Professional Growth Plan



Unit/Lesson Plans



Instructional Materials



Family Communication



Artifacts are NOT



Created simply to demonstrate compliance



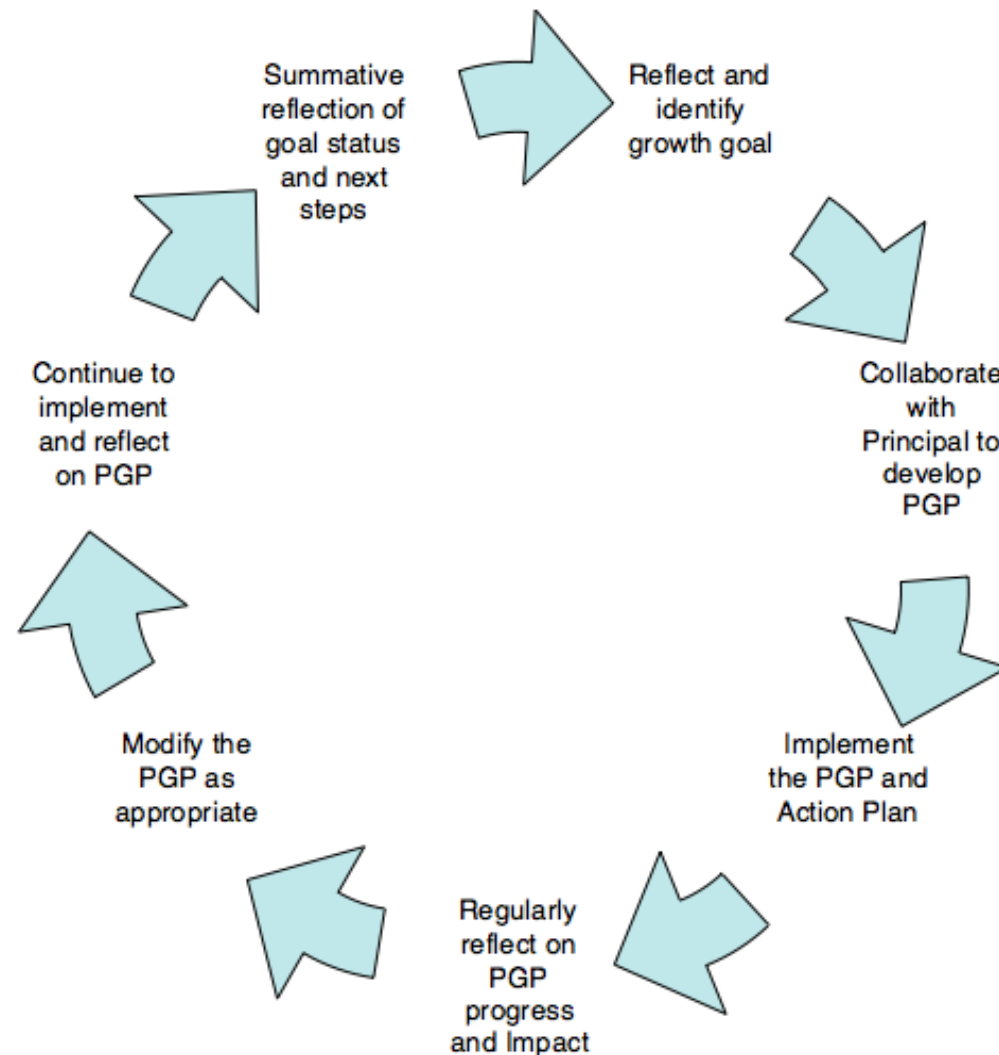
'Additions' to teachers' work!

Artifacts already exist as result of a teacher's normal work to improve instruction.



Professional Growth and Self Reflection

Reflective Practice and PGP Cycle



The Four Domains

Domain 1
Planning
and
Preparation

Domain 2
Classroom
Environment

Domain 4
Professional
Responsibilities

Domain 3
Instruction



What It Looks Like for PE Class

1a - Demonstrating Knowledge of Content and Pedagogy

- 🍏 The teacher can identify important concepts in the discipline, and their relationship to one another. For example, why teaching the concept of *force* is important when teaching a serve in volleyball.
- 🍏 Teacher plans instructions that scaffold skills and concepts to build student understanding based on students' prior knowledge of the concepts and skills. Teacher can relate the skills and concepts of the discipline to other skills and concepts within the discipline. For example, the relationship between a basketball dribble and the soccer dribble.
- 🍏 Teacher selects appropriate strategies to engage students in the content that not only align with the concepts being taught but also include alternative strategies within the lesson to meet the needs of all students. The teacher is also open to trying new strategies to help students understand the content.



What It Looks Like for PE Class

1b - Demonstrating Knowledge of Students

- 🍎 Teacher plans lessons that are developmentally appropriate for the age level and includes activities and experiences that meet the needs of the age group.
- 🍎 Teacher understands typical developmental characteristics of the age group and recognizes and makes adjustments necessary when there are exceptions. Adjustments might include pace of lesson, adaptations to equipment or rules, and/or use of visuals to assist in understanding concepts.
- 🍎 Teacher has identified “high”, “medium”, and “low” cognitive and/or motor skill groups in the class. Teacher is aware of the different cultures and interests in the class and incorporates this knowledge in planning the lesson.



What It Looks Like for PE Class

1c - Setting Instructional Outcomes

- 🍎 Outcomes are suitable to groups of student in the class, differentiated when necessary.
- 🍎 Outcomes represent high expectations that are related to the “big ideas” of the discipline and are written in terms of what the student will *learn* rather than *do*. For example: *the students will learn the proper mechanics of the overhand tennis serve. This skill is necessary in order to participate in a game of tennis.*
- 🍎 Outcomes reflect different *types* of learning: factual, conceptual, reasoning, social, management, and communication.

What It Looks Like for PE Class

1d - Demonstrating Knowledge of Resources

- 🍎 Equipment is chosen to accommodate a variety of developmental levels such as using beach balls and/or Volleyball Trainers for teaching volley ball skills to younger or less skilled students.
- 🍎 Instruction is supplemented with internet resources and/or guest speakers. For example, using a video clip from YouTube to demonstrate what a Double Dutch jump rope routine might look like or bring in older students to demonstrate and help provide feedback.
- 🍎 Technology is integrated into the lesson in a meaningful way such as using heart rate monitors or pulse sticks when teaching the concept of *exercise intensity*.
- 🍎 Teacher makes students aware of opportunities to be active outside of the school setting such as through youth programs, community recreation centers, etc.
- 🍎 Teacher pursues opportunities to expand knowledge through professional learning groups, organizations, publications and universities.



What It Looks Like for PE Class

1e - Designing Coherent Instruction

- 🍎 Learning activities are matched to instructional outcomes and promote higher-level thinking – thinking that prompts students to ask *why, when, and how* - For example, “*why did the ball go in that direction? What form elements impact the direction of flight of the ball?*”
- 🍎 The plan for the lesson or unit is well structured with reasonable time allocations.
- 🍎 Teacher provides a variety of appropriately challenging materials and resources and groups student accordingly to maximize learning and build on student strengths and previous knowledge.



What It Looks Like for PE Class

1f - Designing Student Assessment

- 🍎 Assessment criteria and rubrics are clear and may be posted.
- 🍎 Teacher uses formative assessment observations to determine which students need to be challenged and which students have misunderstandings.
- 🍎 Though the teacher plans to give a written test to most students, he/she may chose to give the test on games strategies verbally to a student who struggles with writing.



What It Looks Like for PE Class

2a - Creating an Environment of Respect and Rapport

- 🍎 Teacher addresses students by name and when appropriate gets down on the same level as the student when working with them.
- 🍎 Students are attentive to what the teacher is saying
- 🍎 Teacher and students use courtesies such as *please/thank you, excuse me*” when addressing each other.



What It Looks Like for PE Class

2b - Establishing a Culture for Learning

- 🍎 Teacher communicates the importance of learning the skill(s) and concepts of the lesson. For example: *“It is important to learn how to dribble the ball with the correct amount of force so that we don’t lose control of the ball”*.
- 🍎 Teacher demonstrates a high regard for student abilities and conveys an expectation of high levels of student effort. For example: *“this may be hard at first but with practice you all will be able to serve the ball over the net”*.
- 🍎 When asked, students can show/tell what the critical attributes of the lesson are, and recognize their own progress and that of others. For example, when asked what the critical attributes or *cues* are for a chest pass are, the student will respond *“elbows out – step – push”*.

What It Looks Like for PE Class

2c - Managing Classroom Procedures

- 🍎 Teacher has an effective and efficient routine for taking attendance and dealing with other *housekeeping* details such as handing out or collecting materials such as homework, task cards, written tests and journals.
- 🍎 Teacher has an established routine for creating groups and getting/returning equipment and when appropriate, uses a *timing* technique such as a countdown to signal students to be *ready*.
- 🍎 Students understand their roles and responsibilities when working in small groups such as establishing roles and/or “*order of go*” and ensuring the group has adequate space for the activity to be done successfully and safely.

What It Looks Like for PE Class

2d - Managing Student Behavior

- 🍎 The teacher moves to every section of the gym, constantly monitoring student behavior.
- 🍎 Students respond to non-verbal signals from the teacher.
- 🍎 Standards of conduct appear to have been established. For example, rules have been posted in the room and/or teacher asks student *“what is our rule about finding a partner?”* and student gives correct response.
- 🍎 Teacher uses a respectful yet effective tone of voice when addressing misbehavior.



What It Looks Like for PE Class

2e - Organizing Physical Space

- 🍎 The gym area is free of obstacles and walls and poles are padded when appropriate.
- 🍎 Spacing of students is appropriately safe for the activity. For example, students have sufficient space in which to turn their jump rope without endangering other students.
- 🍎 When able, teacher adjusts the height of the baskets to appropriately accommodate the students.

What It Looks Like for PE Class

3a - Communicating With Students

- 🍎 Teacher communicates clearly the purpose of the lesson – why the learning of the skill or concept is important, and any critical attributes (teaching cues), and links the lesson to previous learning such as when teaching weight transfer in tennis *“just like we did when learning to throw a football”*.
- 🍎 Teacher explains the drill or activity in multiple ways, using auditory, visual, and kinesthetic approaches. Teacher makes no content errors, using vocabulary and correct vocabulary that is appropriate to the student’s age and level of development.
- 🍎 Teachers’ explanations are clear and invite student participation and thinking.
- 🍎 It is clear that the students are on task and focused on performing the skills to the best of their ability and recognize their own progress and that of others. For example, when asked if they improved during the lesson a student might respond *“Yes, I could not serve over the net at first but now I can!”*

What It Looks Like for PE Class

3b Using Questioning/Prompts and Discussions

- 🍎 Teacher uses a variety of techniques to ask high quality questions and gives adequate wait time for students to respond and before giving own response or calling on another student. For example, when teaching the concept of *intensity*, the teacher may ask the students to perform three different activities and check their pulse after 1 minute of each one. The teacher may then ask *“Which activity did you find to be more intense? How do you know?”*
- 🍎 Teacher aims for questioning and discussion among students by regularly inviting students to respond to other students’ comments or to ask questions of other students. For example *“Talk to your partner about ways you might increase the intensity of one of these activities.”*
- 🍎 Teacher keeps questions focused and on topic, monitoring the quality and quantity of student contributions and elicits participation using a variety of sensory modes (verbal, kinesthetic, and spatial).
- 🍎 Teacher posts questions where students can respond on own time.

What It Looks Like for PE Class

3c - Engaging Students in Learning

- 🍎 Teacher adjusts the pace of the lesson provides students the time needed to be intellectually engaged.
- 🍎 Activities clearly appear relevant to the learning goals and developmentally appropriate for these particular students.
- 🍎 Students are grouped in ways that enhance learning and student interest and peer coaching is incorporated when appropriate.
- 🍎 The teacher uses modified rules or equipment to ensure the success of the students. Students are often allowed choices of equipment or levels of play as a means to challenge themselves.



What It Looks Like for PE Class

3d - Using Assessment in Instruction

- 🍎 Teacher circulates around the gym and offers suggestions/corrections that lead to improved student performance.
- 🍎 Students know what the learning objectives and performance criteria are and are aware when they are successful.
- 🍎 Teacher use a specifically-formulated question to elicit evidence of student learning. For example, *“what part of your hand should you use to dribble the ball?” “My fingertips.”*
- 🍎 Students use a written or verbal check list to self-assess progress in skill development.

What It Looks Like for PE Class

3e - Demonstrating Flexibility and Responsiveness

- 🍎 When necessary, the teacher makes adjustments to the lesson to enhance understanding.
- 🍎 The teacher is able to provide alternative approaches to try students experience difficulty. For example, the student might be encouraged to stand closer to the net in order to successfully get a serve over the net.
- 🍎 Teacher identifies students most at risk for learning difficulties in each lesson and uses multiple strategies and resources to accommodate student learning difficulties.

What It Looks Like for PE Class

4a - Reflecting on Teaching

- 🍎 Teacher assesses the results/success of the instructional activities by asking him/herself: *“Were the learning goals met?” “Did student responses to questions indicate understanding?” “Were student groupings appropriate for the tasks?” “Was student behavior appropriate?”*
- 🍎 Teacher makes a few specific suggestions about what to try next time they teach the lesson. These might include changes in groupings, lesson pace, equipment, questions asked, etc.

What It Looks Like for PE Class

4b - Using Multiple Student Data to Modify Instruction and Improve Student Learning

- 🍎 Teacher uses a clipboard or technical device (palm, computer notebook) to record student progress during formative assessment.
- 🍎 Teacher's system effectively tracks student progress toward learning goals.
- 🍎 Teacher can readily access assessment information for students and parents.
- 🍎 Teacher has a system for checking out equipment. For example, the teacher uses a spreadsheet to check out and track pedometers used during class or outside of the PE classroom.

What It Looks Like for PE Class

4c - Communicating With Families

- 🍎 Teacher maintains a website or sends home a newsletter providing parents with information about the PE program.
- 🍎 Teacher contacts parent/guardian with concerns regarding skill performance, participation and or behavior.
- 🍎 Teacher may send home *at home practice* ideas, information about an upcoming *Fun Run*, or invitations to a *Family Activity Night*.
- 🍎 When appropriate, communications are provided in *home languages* and activities are planned for times that do not conflict with cultural holidays, etc.



What It Looks Like for PE Class

4d - Participating in a Professional Community

- 🍎 Teacher regularly participates in department meetings, sharing ideas and strategies for improving student learning.
- 🍎 Teacher volunteers to participate on a building/district committee.
- 🍎 Teacher volunteers to participate in school/district events such as curriculum night or ice cream social, and heads the school-wide family activity night and/or leads an activity at the district wellness fair.



What It Looks Like for PE Class

4e - Growing and Developing Professionally

- 🍎 Teacher seeks out and participates in professional conferences, workshops, classes; and shares new information with colleagues.
- 🍎 Teacher regularly visits professional websites such as AAHPERD/NASPE and PECentral to access resources that will enhance the learning of his/her students.
- 🍎 Teacher invites colleagues into the gym to observe a 4th grade tennis lesson for the purpose of obtaining insight from their feedback.
- 🍎 Teacher readily shares with a new PE teacher his/her progression for teaching jump rope skills to primary age students.



What It Looks Like for PE Class

4f - Showing Professionalism

- 🍎 Teacher is trusted by his/her regular classroom colleagues to keep confident information shared about a particular student.
- 🍎 Teacher notices significant developmental delays when a student moves around the gym; he/she calls in the physical therapist to observe this student and make recommendations for further intervention strategies.
- 🍎 When asked to add a new unit such as lacrosse to his/her program, the teacher seeks the knowledge to provide adequate instruction in this activity to the students.
- 🍎 Teacher learns to use the district's new fitness recording program, such as FitnessGram or Welnet.



The Dirty Dozen of PE Class





12 Student Activities and Teaching Practices To Avoid

These activities and practices tend to...

- 🍏 Waste time
- 🍏 Damage effective instruction
- 🍏 Indicate poor prior planning
- 🍏 Interfere with students' developing a love for physical activity
- 🍏 Undermine the purposes of the TESS






The Dirty Dozen of PE - Games

-  Dodge Ball - inflicts pain, harm, injury, and embarrassment on one's opponents
-  Duck, Duck, Goose - minimal student participation and activity
-  Giants, Elves, and Wizards - minimal student participation, very complicated rules
-  Kickball - minimal student participation and activity, potential for embarrassment when a batter misses the rolling ball, and hitting players with a thrown ball








The Dirty Dozen of PE - Games

-  **Relay Races** - an eight-minute activity in which a student gets one 20-second chance to “go,” and either succeed or fail in front of classmates’ eager eyes
-  **Steal the Bacon** - a sideline game in which two opposing players come out to the center of the court and compete against each other in front of the entire class
-  **Line Soccer** - another sideline game where two opposing players compete in front of the entire class for the opportunity to kick a soccer ball directly at the head, stomach, or other body part of a member of the defending line



The Dirty Dozen of PE - Games




-  **Messy Backyard** - students on opposing teams frantically throw objects over a barrier into the other team's court until the whistle is blown
-  **Red Rover** - one at a time, players attempt to run through the team on the other side of a court
-  **Tag** - another self-defeating elimination game in which slower players who are caught must leave and wait for faster players to finish up
-  **Tug of War** - children get rope burns on their hands, get dragged along the ground, and get trampled on by their teammates
-  **Capture the Flag** - a large-sided/low-participation activity that mostly excludes the slowest skilled movers who then wait for the faster players to rescue them

The Dirty Dozen of PE – Teaching Practices

- 🍎 **Students on Display** - when one student performs a routine, skill, or test while everyone else gets to sit and watch. An incredible waste of valuable class time that can be devastating to the fragile self-image of low- and middle-level performers
- 🍎 **One Line, One Ball, One Chance** - usually happens with large classes and limited equipment and facilities. Students line up to attempt a skill. Practice time is virtually non-existent and chances are few and far in between
- 🍎 **Roll Out the Ball** - this basically implies no planning, no teaching skill, no organization, no curriculum, no goals, no objectives



The Dirty Dozen of PE – Teaching Practices

-  **Inappropriately Sized Equipment** - only the varsity players need to use a full-sized basketball, soccer ball, or volleyball, so why do we insist on using this equipment to teach fifth graders?
-  **Exercise as Punishment** – aside from total humiliation in front of the class, this probably negates the goal of teaching students to enjoy exercise and fitness activities for life
-  **Student Captains Choose Teams** - turns our students loose on one another to humiliate, embarrass, degrade, scar, and damage classmates in front of their peers

The Dirty Dozen of PE – Teaching Practices

- 🍎 **Shirts vs. Skins - not only does this suggest the large-sided games we are trying to avoid but can be absolutely horrifying for students with low self-esteem and poor body images**
- 🍎 **Athletes Sit Out on Game Day - students on varsity teams are excused from PE class on game day. May be reasonable if the PE class is running four miles, but this is not usually the case. If one of our goals is to develop competent movers for a wide variety of lifelong activities, what sense does it make for a football lineman to be excused from tennis on game day?**



The Dirty Dozen of PE – Teaching Practices

- 🍎 PE Class as Sports Camp – making PE class into the place where future varsity athletes are born
- 🍎 All Star Lines - In a nasty twist on the practices of “Student Captains Choose Teams” and “PE Class as Sports Camp” each team fields its own "All Stars" while all others sit and watch
- 🍎 Attendance Taken While Students Sit in Squad Lines - Instead of using self-directed warm-ups while roll is taken, the instructor wastes several minutes of valuable class time as students sit and waiting something educational and worthwhile to begin



Resources

- 🍎 <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system>
- 🍎 <http://prezi.com/gw0qlgntgunv/arkansas-teacher-excellence-and-support-system-tess/>
- 🍎 http://www.keene.edu/ksc/assets/files/8587/pe_st_handbook_2013-2014.pdf
- 🍎 http://www.wahperd.com/WAHPERD/session_handouts_2012_files/Danielson%20Template%202.0.pdf
- 🍎 <http://www.pecentral.org/professional/hos/>



What are your questions?

